

APRIL DRAFT

ANNUAL SUMMARY OF PROGRAM REVIEW ACTIVITIES
1982-83

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
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INTRODUCTION

The California Postsecondary Education Commission is required by the Education Code to "review proposals by the public segments for new programs and make recommendations regarding such proposals to the Legislature and Governor [Section 22716(6)]. Shortly after its formation, the Commission requested the staff to prepare an annual report describing its activities relating to the program review function. This is the eighth in this series of annual reports. It summarizes the program review and planning activities of the staff and of the public segments for the period between June 30, 1982, and July 1, 1983; and it concludes with recommendations for segmental action during the coming academic year.

REVIEW OF PROPOSALS FOR NEW PROGRAMS

Trends in Number of Proposals

The number of proposals for new programs received from all three segments during 1982-83 was almost identical to the total of a year ago -- 65 compared to 62 -- despite notable differences in the numbers received from two of the segments. The 32 proposals for new programs in the Community Colleges were the fewest ever -- only about half as many as a year ago, and 72 percent fewer than in 1977-78. Although this reduced number continued a trend begun after the passage of Proposition 13, the severity of this drop was undoubtedly due in large part to the funding uncertainties which plagued the Community Colleges as a whole these past two years. In contrast, the State University reversed its pattern of the past few years by submitting 27 proposals, more than in any year since 1976-77. The University of California, with eight proposed programs, remained roughly at the level it established in 1980-81.

The table on page 2 shows the number of programs proposed by each segment during each year since 1976-77. As can be seen, the total number in recent years remains less than half that of five years previously.

Proposals of Each Segment

Appendix A identifies each of the 1982-83 proposals by campus, program, and date submitted, and presents selected comments of Commission staff on them.

California Community Colleges. By July 1982, it was becoming apparent to Community College leaders that the issue of State funding for the Community Colleges would not be easily resolved. Certainly it was not a time for colleges to be making extensive additions to their curriculum. It is not surprising, therefore, that proposals for new programs from Community Colleges were fewer than ever -- and that even fewer are being received during 1982-83. A majority of the 32 Community College proposals for 1982-83 again fell into the occupational category, with five programs in the computer-data processing

field, and five in the health sciences. The other occupational programs ranged widely in subject, as did the proposed programs in liberal arts fields.

*Number of Proposals for New Programs
Received from Each Public Segment Since 1976-77*

<u>Year</u>	California Community Colleges	The California State University	University of California	<u>Total</u>
1976-77	93	29	17	139
1977-78	101	20	15	136
1978-79	55	17	13	85
1979-80	43	16	12	71
1980-81	51	17	9	77
1981-82	43	11	5	62
1982-83	32	27	8	65

Source Commission staff files

As a group, the Community College proposals tended to be more carefully developed and thoroughly documented than has sometimes been the case.

The California State University: In the State University, seven of the 27 proposals involved already existing options which were being elevated to separate degree status. Six others established professional degrees in the performing arts on campuses already offering liberal arts degrees in these subjects. Among the remaining proposals, two were for self-supporting external degree programs, and several involved a restructuring of programs already being offered. Few if any of the new programs require additional staff or equipment.

University of California: Among the eight proposals from the University of California were two for organized research units, both on the San Diego campus. Four of the eight were for programs or research units in health-related fields, including an intercampus Ph.D. program in bio-engineering to be offered by Berkeley and San Francisco. This number of proposals for new programs from all nine campuses of the University remains modest, indicating the effects of budgetary uncertainties as well as an established University-wide screening process that works to discourage or reject unsound proposals.

In all three segments, the budgetary concerns of recent years have enforced a cautionary approach to program development that if kept from becoming overly repressive will leave the program review function stronger at all levels. Unlike curricular expansion during the 1950s and 60s, when most new programs could be offered only by adding faculty, a vast majority of all new programs created in each of the public segments during the last five years have made use of existing faculty. As a consequence, few of them represent radical departures from campuses' current academic programs. (The notable exception during the past decade has been in the field of computer

science, where a rash of new programs resulted in serious shortages of qualified faculty and forced many campuses to rely on part-time instructors) Currently, the most novel new programs appear to be interdisciplinary combinations of courses taught by faculty already on the staff. Such proposals do not have to justify additional costs of offering the proposed program; instead, they seek in effect to justify the cost of maintaining existing faculty who, it is assumed, can be employed more effectively if the new program is established.

REVIEW OF EXISTING PROGRAMS

Although the current surge of bureaucratic interest in program review as an academic exercise may suggest otherwise, the practice of systematically evaluating the curriculum and its components is not a recent development on college campuses. Realizing that regular checkups are as important for an institution as for an individual, the best-managed colleges and universities have routinely conducted periodic reviews of their academic departments and programs

Trends in Reviews of Existing Programs

Until a few decades ago, these reviews of existing programs seldom attracted any attention beyond the boundaries of the campus. With a growing public emphasis on accountability and a tightening of state budgets, however, program review came to be regarded as one indication to outside observers that public institutions were being responsibly operated, since it gave evidence of encouraging cost effectiveness or efficiency, if not actual cost reductions by consolidating or eliminating the least productive programs

On campuses, meanwhile, the threatening aspects of the review process have been deemphasized while its importance for maintaining and improving quality has been stressed. Although cost cutting and quality control are not always contradictory purposes, they do suggest why stepped-up review activity has not yet resulted in the savings some had originally anticipated, and why only a small fraction of the hundred of programs reviewed during the past five years have been recommended for elimination. Since most campus reviews are self-evaluations, conducted in part by faculty who are responsible for the program, they seldom recommend termination of the reviewers' or their colleagues' contracts. Rather than suggest that struggling programs be phased out, they tend to list what is needed to bring them up to quality standards.

Who should conduct program reviews remains a difficult question to resolve. Especially on large campuses that offer a hundred or more different programs, a schedule calling for each program to be evaluated thoroughly by participants and outside experts every five to seven years imposes enormous demands of time and effort. Campuses of the University of California and the California State University, while subject to certain systemwide guidelines, have considerable latitude in determining how and by whom reviews are conducted, as do individual schools on the same campus. Ordinarily the task falls to

standing or ad hoc committees composed of campus faculty, students, and administrators. During any given year, a number of programs are also being reviewed by outside teams for purposes of accreditation, as illustrated by the summary of review activity at Berkeley in Appendix B. Another alternative is to employ outside evaluators -- a costly but useful approach, especially in sensitive situations. In some states, but not in California, the coordinating board is authorized to review programs in any public institution in the state.

The Commission's Role in the Review of Existing Programs

As defined in the Education Code, the Commission's role in the review of existing programs is to establish in consultation with the public segments "a schedule for the segmental review of selected programs, evaluate the program review process of the segments, and report its findings to the Governor and Legislature." The Commission's guidelines for the review of existing programs in "The Commission's Role in the Review of Degree and Certificate Programs" (Commission Report 91-31) define this role in detail and indicate the importance the Commission attaches to systematic curricular review. Among other procedures, these guidelines require each segment to include with its annual academic master plan a list of all programs scheduled for review on each campus during the next two years. In addition, each segment is to submit an annual summary of review activities on all campuses, including as much information as possible about the nature and extent of each review along with its conclusions and recommendations. (Sample pages from these summary reports are shown in Appendix B.)

The last five annual reports in this series have discussed review practices and summarized reviews of existing programs in each of the segments. As they have noted, it is difficult for non-participants to assess the effectiveness of review procedures on individual campuses based on the summaries submitted by the segments, since a mere listing of programs reviewed during the year gives no indication of the rigor or objectivity of the evaluations. Moreover, although both the University and State University submit to the Commission brief summaries and conclusions of their review committees, these summaries usually do not include the candid comments necessary for effective review but inappropriate for publication.

One but not the only measure of the efficacy of a campus's review procedures is the number of programs recommended for termination. During 1982-83, the segments conducted hundreds of reviews, of which 18 recommended such termination. Even though it is reasonable to expect that on each campus some programs will be phased out over a period of time, the Commission has not taken the position that eliminating a certain number of programs is an appropriate or necessary goal for the campus-review process. Instead, a periodic review of each program should be viewed not only as an essential means of improving quality but also as a safeguard -- if reductions must be made -- against hasty or arbitrary programmatic decisions. The Commission has, therefore, encouraged segmental offices to oversee the adoption of a schedule on each campus and to work toward uniformity and thoroughness of review procedures.

Segmental Review Activities During 1982-83

In 1971, the State University Board of Trustees anticipated by several years the widespread attention to program review later in the decade by requiring each of its campuses to establish procedures for the periodic review of all programs. As a result, its campuses were ahead of most public colleges and universities in instituting regularly scheduled reviews of their programs.

In the meantime, all campuses of the University of California have also established schedules for the review of existing programs on a five- to seven-year cycle. Understandably, progress toward a similar goal within the Community Colleges is more difficult, and the Chancellor's Office has thus far been unable to complete a comprehensive survey of review practices throughout the segment.

University of California: As noted in last year's report, the University initiated an unusual number of systemwide reviews between 1980 and 1982 under the aegis of a policy announced by President Saxon in September 1980. This policy authorized such reviews when decisions that had to be made at the systemwide level required comparative evaluations of programs on the various campuses -- in particular, when (1) resource constraints appear to require a reduction in the number or the intercampus consolidation of programs, or (2) a program offered on a few campuses should perhaps be offered elsewhere as well.

As of February 1984, systemwide reviews of programs in engineering, law, foreign languages, and humanities have been completed (Summaries of these conclusions are reprinted in Appendix B.) A review of education programs has just begun. A University-wide review of programs in business and related areas has been authorized but no starting date has been set.

It remains to be seen what specific consequences these systemwide reviews will have, but information they contain about similar programs throughout the University should prove invaluable in forming judgments about individual programs in the future.

Judging from the summary report prepared by the President's Office about review activities on individual campuses, these activities appear to have been more extensive during 1982-83 than in most previous years. Only one or two campuses seem to be reviewing too few programs each year to allow them to assure coverage of all programs on a five- to seven-year cycle. Even here, the process over the past several years of developing the recently completed Planning Statements for all nine campuses involved a general evaluation of the strengths and weaknesses of the entire academic program on each campus, and thus most programs have undergone at least a cursory examination within the last two or three years.

Review activity within the University during 1982-83 led to the discontinuation of the following 18 degree programs:

<u>Program/Degree</u>	<u>Campus</u>
Mathematics for Teachers, B.A.	Berkeley
Russian Literature and History, B.A.	Davis
Mass Communications, B.A.	Davis
Primary Health Care, M.H.S.	Davis
Administration, M.S.	Irvine
Public Health, B.S.	Los Angeles
Applied Science, B.S./M.S.	Riverside
American Studies, B.A.	Riverside
Ancient Civilization, B.A.	Riverside
Asian Studies, B.A.	Riverside
Theatre, M.A./M.F.A.	Riverside
Administration, M.Admin.	Riverside
Health and Society, B.A.	Riverside
Paleobiology, B.S.	Riverside
Ecology, Ph.D. (joint)	Riverside
Genetics, Ph.D.	Riverside
Plant Physiology. Ph.D	Riverside
Experimental Psycnology, B.A.	Santa Barbara

Even though a few of these programs were replaced by a similar one or were consolidated under a single degree (for example, the M.S. in administration at Irvine was dropped with the addition of an M.B.A. program, while separate programs in genetics and plant physiology at Riverside were absorbed into one program in botany) and a disproportionate number of terminations were on one campus -- Riverside -- the total is far greater than for any similar period. For example, last year, only eight programs and two organized research units were terminated, as were two programs and two organized research units the preceding year

The California State University: Each January, the Chancellor's Office staff presents to the Board of Trustees a summary of the conclusions and recommendations for all reviews completed throughout the State University during the preceding year. As the Board of Trustees' agenda for January 17-18 noted, the primary purpose of reviewing the performance of existing programs is "to maintain the quality of offerings in the California State University" (Educational Policy Committee, Item I, Attachment A).

With program quality as the primary purpose, the tendency is to recommend improvements rather than discontinuance of any program. As a result, the State University continues to add more programs each year than it phases out. During 1982-83, in fact, the Chancellor's Office received no recommendations from any campus to discontinue any program.

It is impossible to quarrel with maintenance of quality as a primary purpose for the review process. Nevertheless, the adequacy of a process that cannot identify, among the hundreds of programs being offered, any that are no longer supportable has to be questioned. One possible alternative is for the Chancellor's Office to undertake systemwide reviews in selected subjects

on a regular basis. Such reviews could be done in addition to or in conjunction with the scheduled reviews on each campus which do serve an essential purpose and need to be encouraged. Systemwide reviews run the risk of being viewed as a threat, and they require a great commitment of time and energy; but they have the advantage of being able to evaluate each program in relation to all others in the same field, and at this stage in the development of the State University, they seem important to the system's continuing vitality and strength.

Last year's Commission report on program review activities discussed the Mission Statements being prepared by each State University campus in response to a request initiated in 1979 by Chancellor Dumke. At that time, three campuses had presented their statements to the Board of Trustees. Since then, ten additional campuses have completed their statements, which were included in the agenda of the Board of Trustees January 1984 meeting. As was the case with the first three, some of these statements are not as detailed as they might be for effective academic planning, but they do represent encouraging reaffirmations of the best aims and purposes of public higher education.

REVIEW OF PROJECTED PROGRAMS

The Commission's Role in the Review of Projected Programs

The original guidelines outlining the Commission's role in program planning and coordination recognized the importance of the early screening of programs proposed for initiation a year or more in the future and requested that the segments annually submit updated master lists of projected programs along with their inventories of existing programs. Commission staff began reviewing lists of projected programs in 1976, and on the basis of criteria developed in consultation with the Intersegmental Review Council, identified in its annual reports those projected programs which appeared to represent possible unnecessary duplication or which, for a variety of reasons, appeared to be of questionable need.

This process, temporarily disrupted in 1979-80 when the uncertainties resulting from Proposition 13 prevented the segments from revising their five-year plans on schedule, was resumed in the 1981-82 report.

In its revised guidelines issued in December 1981, the Commission reasserted its belief in the importance of advanced screening of projected programs by calling for a brief statement to accompany each projected program listed in the updated segmental master plans. The Commission asked that such statements contain "a description of the program and the reasons for proposing it, the relationship of the program to existing programs and to the mission of the campus, its new staff and facilities requirements, and the possible date for the program's initiation." The University and State University complied with this request by gathering descriptive statements for each projected program listed in the master plan, even those whose implementation is clearly three to five years in the future. These materials have proven to be extremely valuable in the initial screening of projected programs.

Projected Programs Requiring Commission Review

After a review of information contained in the descriptive statements, it is possible to separate projected programs that from a statewide perspective raise no serious questions concerning possible unnecessary duplication from those which may be questionable on these or other grounds. From the complete list of programs projected on all campuses of the University and State University attached as Appendix C, Commission staff has identified the following ones which, for a variety of reasons, it feels should be reviewed with particular care. Since the Commission is required by statute to participate in the review and approval process for joint doctoral programs, proposals for these programs must be submitted for Commission action. By their very nature, other proposed Ph.D. programs require careful consideration at all stages of the review process. The Commission, therefore, will also continue to review and comment on all proposals for new doctoral programs. If campuses decide to develop formal proposals for the remaining programs listed here, they should be submitted (assuming approval at all stages of the segmental process) for regular Commission review. If any projected programs not on this list reach the proposal stage, these proposals should be thoroughly reviewed within the segment and, if approved, sent in summary form to the Commission primarily for information.

<u>Program</u>	<u>Campus</u>
JOINT DOCTORAL PROGRAMS	
Educational Administration	CSU, Los Angeles -- UCLA
Chemistry/Biochemistry	CSU, Los Angeles -- UCLA
Physics	CSU, Los Angeles -- UC, Riverside
Biology	San Diego State -- UC, San Diego
Clinical Psychology	San Diego State -- UC, San Diego
Communicative Disorders	San Diego State -- UC, San Diego
Geology	San Diego State -- UC, San Diego
DOCTORAL PROGRAMS	
Ethnic Studies	Berkeley
Developmental Biology	Berkeley
Demography	Davis (joint program with Berkeley and Santa Cruz)
Exercise Physiology and Nutrition	Davis
Neurobiology	Davis
Applied Mathematics	Davis
Environmental Toxicology	Irvine
Nursing	UCLA
Human Genetics	San Diego
School of Law	San Diego

Communication	San Diego
Nursing	San Francisco
Human Communication	Santa Barbara
Engineering Science	Santa Barbara
Computer Science and	
Computer Engineering	Santa Barbara
Computer Engineering	Santa Cruz

PROJECTED PROGRAMS IN FIELDS WITH MANY EXISTING AND/OR PROPOSED PROGRAMS

Art	B.F.A.	Chico	
	B.F.A.	Dominguez Hills	
	B.F.A.	Sacramento	
	M.F.A.	San Francisco	
	M.A.	Sonoma	
	B.F.A., M.A.	Stanislaus	
Business Administration	M.B.A.	UC, Santa Barbara	
Computer Engineering	B.S. or M.S.	Chico	
		Fresno	
		Fullerton	
		Sacramento	
		Bakersfield	
		Dominguez Hills	
Computer Science	B.S.	Fresno	
	M.S.	Humboldt	
	B.S., M.S.	Los Angeles	
	B.S.	San Jose	
	M.S.	Sonoma	
	B.S.	Stanislaus	
	B.A.	Bakersfield	
	M.S.	Sonoma	
	Geology	M.S.	Bakersfield
	Management	M.B.A.	Sonoma
Nursing	M.S.	Bakersfield	
	M.S.	Sacramento	
	M.S.	Sonoma	

PROJECTED PROGRAMS WITH QUESTIONABLE STUDENT OR SOCIETAL DEMAND

Environmental Studies	M.A.	Santa Cruz
Latin	M.A.	Santa Barbara
Architecture	B.Arch, M.Arch	San Diego State
Criminal Justice	B.S.	Stanislaus
Health Science	B.S.	Chico
	B.S.	Pomona
	M.S.	San Bernardino
Public Administration	M.P.A.	Sonoma
Recreation Administration	B.A.	Humboldt
Social Work	M.S.W.	Long Beach
Environmental Planning	M.A.	San Francisco State
Environmental Studies	M.S.	San Jose

MISCELLANEOUS PROGRAMS

Clinical Sciences	B.S./M.S.	Dominguez Hills
Arts Management	M.A.	Dominguez Hills
Art Therapy	M.A.	Los Angeles
Industrial Studies	B.A., B.S.	San Bernardino
Public History	M.A.	San Diego State
Museum Studies	M.A.	San Francisco State
Gerontology	B.A.	San Jose
	B.A.	Stanislaus
Clinical Laboratory Science	M.S.	San Diego State

RECOMMENDATIONS FOR SEGMENTAL ACTION DURING THE COMING YEAR

1. The segmental offices of the University of California, the California State University, and the California Community Colleges should continue to encourage each campus in its review of new and existing programs by identifying the most effective procedures, measures of quality, handling of recommendations, and other elements of the review process and promoting their adoption systemwide. As one phase of this effort, each segmental office should develop or update program review handbooks for distribution to the campuses and other interested parties. The handbooks should summarize existing practices and procedures within the segment, indicate criteria, deadlines, and reporting requirements, and in general bring together all information pertinent to the review process as it is currently conducted.
2. The segmental offices should undertake each year as many systemwide reviews of programs in selected fields of study as resources allow, with the understanding that a possible recommendation from such reviews may be the elimination or consolidation of some programs.
3. Making use of the recently completed planning or mission statements from individual campuses, the segmental offices should continue efforts to identify certain campuses as centers for distinction in specified fields of study and should report any actions toward this end to the Commission by December 1, 1984.
4. The Chancellor's Office of the California Community Colleges should exercise leadership in establishing more uniform program-review procedures among the Community Colleges. As a beginning step in this process, the Chancellor's Office should compile and submit to the Commission, as requested in the Commission's guidelines, the following items:
 - a. A list of projected programs at all colleges, with a brief descriptive statement for each program.
 - b. A summary of program-review activities at each college for the preceding year.

APPENDIX A

Proposals for New Programs Submitted to the Commission

July 1, 1982 - June 30, 1983

UNIVERSITY OF CALIFORNIA

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Staff Comments</u>
7-12-82	Irvine	Genetics Counseling	M.S.	Since the original proposal was vague as to what competencies graduates of the program would have or to what professional positions they might aspire, additional information was requested. With this clarification and because of Irvine's pioneering efforts in the field, we concurred, noting that it would be difficult to endorse proposals for such programs elsewhere until professional opportunities are more clearly delineated. <u>Concur</u>
7-12-82	Santa Cruz	Education	M.A.	Even though evidence of need for another master's program in education is less than overwhelming, this program can be offered by existing faculty and it does seem to have several features that distinguish it from the average. <u>Concur</u>
7-12-82	San Diego	Statistics	M.S.	Current faculty in the Department of Mathematics are well equipped to offer this program which will be strengthened by the presence of the Laboratory for Mathematics and Statistics, an Organized Research Unit on the San Diego campus. <u>Concur</u>
11-23-82	San Diego	Center for United States-Mexican Studies	Organized Research Unit	The campus is ideally situated, both geographically and on the basis of current efforts and resources, to become a major center for the study of U.S.-Mexican affairs. An Organized Research Unit to manage and coordinate the wide range of campus activities devoted to the subject seems a logical step at this time. <u>Concur</u>
2-24-83	Los Angeles	Architecture	Ph.D.	Initially skeptical about the need for a doctoral degree in architecture, we found the proposal persuasive in describing the areas of specialization that can be offered by existing faculty and the kinds of research topics that can be pursued only at an advanced level. <u>Concur</u>
2-7-83	San Diego	Institute for Healthful Aging	Organized Research Unit	The subject is both timely and well suited to the unit's interdisciplinary structure. The proposed Organized Research Unit seems to have enlisted sufficient faculty interest. Prospects for extramural funding are favorable. <u>Concur</u>
5-8-83	Davis	Cell and Developmental Biology	Ph.D.	The proposed program illustrates the possibilities for curricular development at modest cost through effective coordination of faculty and resources. <u>Concur</u>
5-12-83	Berkeley/ San Francisco (Inter-campus)	Bioengineering	M.S. and Ph.D.	This is one of those emerging fields in which it is especially difficult to document societal need. Job opportunities do actually expand with an increased supply of trained people. In any event, the modest enrollment and additional costs projected here, along with the program's inter-campus structure, are in its favor. <u>Concur</u>

THE CALIFORNIA STATE UNIVERSITY

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Staff Comments</u>
7-6-82	San Jose	Radiological Health Physics	M.S.	The campus seems well equipped to offer what will be one of the few programs of its kind on the West Coast. Both student interest in the program and potential job opportunities for graduates are satisfactorily documented in the proposal. <u>Concur.</u>
8-19-82	San Bernardino	Physical Education	B.S.	Except for the special circumstances at San Bernardino, it would be difficult to justify a new program in physical education at this time. However, because of its location and because no new faculty will be needed and most of the courses are already offered, it seems reasonable to support this proposal. <u>Concur</u>
9-3-82	San Bernardino	Computer Science	B.S.	<u>Concur</u>
9-8-82	San Bernardino	Criminal Justice	M.A.	The questions raised by this proposal had to do with a recent decline in enrollments in criminal justice statewide. The argument in the proposal is that no opportunities for graduate study in this field have been available in the Riverside-San Bernardino area. On that basis and because it can be offered with few additional resources, it may be justified. <u>Concur</u>
10-4-82	Fresno	Agricultural Business	M.S.	This solid, well-documented proposal evidences sufficient student interest and reasonably good job prospects for graduates. The campus is appropriately situated geographically and has sufficient faculty and curricular strengths to offer the program. <u>Concur</u>
10-4-82	Long Beach	Nutritional Science	M.S.	This proposal elevates to separate degree status what is currently an emphasis within the M.S. in Home Economics program. The fact that this can be achieved with few, if any, additional courses is one argument in its favor. <u>Concur</u>
10-4-82	San Luis Obispo	Counseling	M.S.	This proposal would add a two-year M.S. in Counseling program to an existing M.A. in Education program with a specialization in Counseling which requires only one year to complete. Commission staff recommended that the two programs be merged as soon as possible, since they will invite comparison with one another to the detriment of the M.A. in Education program. The campus, sharing that concern, will consider phasing out the one-year program after this academic year. <u>Concur</u>
12-6-82	Fresno	Accountancy	M.S.	This program, for which demand is easily demonstrated, points up a growing dilemma in curricular planning throughout the State University: How far should a campus go in responding to the demand in business and technology, if development of these fields can occur only at the expense of other areas of the curriculum? The list of pending programs in accountancy elsewhere and the increasing percentages of students in business programs suggest a situation that calls for review. <u>Concur</u>

The California State University (Cont.)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Staff Comments</u>
12-6-82	Humboldt	Environmental Systems	M.S.	Although the proposed program is ambitious, requiring a number of new courses and embracing a wide range of fields, it can be offered by the present faculty with existing equipment. The proposal was not overly clear concerning the kinds of jobs graduates of the program would be prepared for, but because of Humboldt's reputation in this general field, it is appropriate for it to attempt a demanding program. <u>Concur</u>
1-10-83	Sonoma	Communication Studies	B.A.	Communications has become one of the three or four most popular majors, and on that basis each campus can perhaps justify offering at least a bachelor's degree in the subject. Because of this popularity, however, the job market has become intensely competitive, and the proposal is far too optimistic about employment prospects. We encourage faculty in their discussions with prospective majors to be more realistic about conditions graduates can expect to encounter. <u>Concur</u>
1-10-83	Bakersfield	Communications	B.A.	Existing option established as separate degree program. <u>Concur</u>
2-2-83	Hayward	Ethnic Studies	B.A.	The proposal consolidates existing programs in Afro-American and Mexican-American Studies and adds an option in American Indian Studies. <u>Concur</u>
2-2-83	San Francisco	Special Education	M.A.	This proposal converts an existing option in Exceptional Children under the M.A. in Education to a separate degree program. No new courses are required. <u>Concur</u>
2-3-83	Pomona	Engineering Technology	B.S. (External)	The proposal is for Pomona to offer a self-supporting program at the facilities of the Flour Corporation in Irvine. The terms of the agreement appear to serve the best interests of both parties. <u>Concur</u>
3-28-83	Northridge	Deaf Studies	B.A.	Because of the distinctive nature of the program, we must rely on the judgment of the campus that the program is valid academically and professionally. The reputation of Northridge in this field is such that we are willing to do so, especially since the program can be offered without additional staff or resources. <u>Concur</u>
3-28-83	San Diego	Food and Nutrition	B.S.	This program has existed as an option under the B.S. in Home Economics program. Proposal sent as information copy.
4-4-83	San Diego	Humanities	B.A.	While we may quibble with a few aspects of the proposal, such as the program's seeming lack of focus, we are in full support of the objectives of this major which can be constructed from existing courses. <u>Concur</u>
4-9-83	San Francisco	Applied Mathematics	B.A.	This program has existed as an option under the B.A. in Mathematics. Proposal sent as information copy.

The California State University (Cont.)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Staff Comments</u>
4-28-83	Fullerton	Accountancy	M.S.	Proposal sent as information copy
6-13-83	San Diego Fullerton Los Angeles	Art Art Art	M.F.A. B.F.A., M.F.A. M.F.A.	<p>These three proposals raised several issues which do not lend themselves to objective solution. How many professional artists should be trained at public expense? How is societal need determined in this field of endeavor? How important is the M.F.A. degree to the aspiring artist? To what extent is its importance fostered by accrediting bodies to promote professional self interest? And what is the effect of a two-tiered master's degree arrangement on the same campus, where students judged to have less talent are relegated to the M.A. program?</p> <p>On the positive side, all these campuses are in a position to offer professional degree programs with minimal start-up costs. Student interest remains high, and if the M.F.A. has come to be the "universally accepted terminal degree," California students should not be penalized by not having it offered. Finally, the recent systemwide review of the performing arts within the State University recommended a strict limitation on the number of its professional arts degree programs, and these three campuses were among the few the committee felt should be authorized to grant the professional degree.</p> <p style="text-align: right;"><u>Concur.</u></p>
6-8-83	San Diego	Nutritional Science	M.S.	This proposal is to establish an existing area of concentration under the M.S. in Home Economics as a separate degree program. No new faculty or additional resources are required. Sent as information copy
6-9-83	San Diego	Music	M.M.	This is one of the two M.M. programs recommended by the Performing Arts Review Committee for establishment during the next five years. Sent as information copy
6-20-83	Long Beach, San Jose	Theater Arts	M.F.A.	These are the two professional theater programs recommended by the Review Committee. Sent as information copy
6-29-83	Consortium	Hotel and Restaurant Administration	B.S. (External)	<p>It seems sensible to offer instruction in this field through the Consortium rather than by establishing programs on several campuses. Prospects for this program appear quite favorable as indicated by strong student interest and by the support and contributions of the industry itself.</p> <p style="text-align: right;"><u>Concur</u></p>

CALIFORNIA COMMUNITY COLLEGES

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Staff Comments</u>
7-9-82	Chabot	Interior Design	Cert	<p>This appears to be a well-planned program offering a variety of options.</p> <p style="text-align: right;"><u>Concur</u></p>

California Community Colleges (Cont.)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Staff Comments</u>
7-23-82	Palomar	Parks and Recreation Management	A.A./Cert.	In keeping with our practice regarding programs already being offered, we are taking no position on this program. It would have been helpful to have some explanation as to why this proposal is being submitted now <u>No Action</u>
7-23-82	Saddleback	Plastics Technology	A.A./Cert.	<u>Concur.</u>
7-30-82	Saddleback	Legal Assisting	A.A./Cert.	A neatly presented proposal submitted after the deadline. <u>Concur</u>
7-30-82	Antelope Valley	Photography and Photo Graphics	A.A./Cert.	This proposed program represents an effective combination of existing courses which gives it a much broader scope than the standard program in photography. Although job prospects are not overly auspicious, there was a respectable effort to investigate them. <u>Concur.</u>
8-30-82	Antelope Valley	Mining Geological Technology	A.A./Cert.	Interesting program in which we feel the student should be encouraged to pursue an A.A. degree, since the certificate, while quite practical for entry-level employment, does not seem to provide a sufficient base for future growth and development. This is a good example of the kind of specialized program we had in mind in recommending that some campuses be assisted in developing genuine distinction in certain subjects <u>Concur</u>
8-30-82	Mission (West Valley)	Drafting	A.A./Cert.	Well-documented proposal <u>Concur.</u>
8-30-82	Oxnard	Information Processing Systems	A.A./Cert.	This is an acceptable proposal assuming the college can find qualified instructors and acquire the necessary equipment. The multi-track structure of the program is a positive feature <u>Concur</u>
9-15-82	Chabot	Ten Building Trades	Apprenticeship	<u>Concur</u>
9-15-82	Golden West	Measurement Science	A.A./Cert.	A well-designed program in a field with above-average prospects for employment. Even so, we do not feel that many additional programs in this field are called for <u>Concur</u>
11-8-82	Monterey Peninsula	Registered Nursing	A.A.	A compelling argument in favor of this proposal is the \$6.6 million grant from the Coburn Foundation for its support <u>Concur.</u>
11-21-82	Palomar	Cinema	A.A.	The question raised by this proposed essentially transfer program is whether it is advisable to encourage concentration in a subject like film at the lower-division level or whether a broader range of liberal arts courses would be preferable <u>Concur</u>
11-21-82	Palomar	Economics	A.A.	It looks as if a student could complete this program by taking only nine hours in economics. That may not put a transfer student at a disadvantage, but it does seem questionable in that case to call it a program in economics <u>Concur</u>

California Community Colleges (Cont.)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Staff Comments</u>
12-13-82	Butte	LVN to RN Nursing	A.A.	<u>Concur.</u>
12-16-82	Allan Hancock	Human Services Assisting	Certificate	<u>Concur</u>
12-20-82	Gavilan	LVN to RN Nursing	A.A.	To implement this program, the college will hire part-time hourly faculty to supplement existing staff <u>Concur</u>
12-27-82	Taft	Data Processing	A.A./Cert.	<u>Concur</u>
3-31-83	Allan Hancock	Structural Ironworker	Apprenticeship	<u>Concur</u>
3-31-83	Chabot	Cement Mason	Apprenticeship	<u>Concur</u>
3-31-83	West Hills	Marketing Distributive Education	A.A.	<u>Concur</u>
4-7-83	Vista	Fine and Applied Arts Foreign Languages	A.A. A.A.	These two programs both appeared to require and inordinate number of new courses. In response to this and other concerns, the campus provided satisfactory explanations, information it seemed the Chancellor's Office might have needed in reviewing the proposals. <u>Concur</u>
4-26-83	Pasadena	Laser Electro- Optics Technology	A.A.	This program represents a venture into an important and challenging educational field. The proposal contains satisfactory evidence of the need for the program but says little about the design of the curriculum or the cost and availability of equipment. <u>Concur</u>
4-29-83	Coastline	Telecommunication Service Technology	A.A./Cert.	Proposal shows evidence of responsible planning. <u>Concur</u>
4-29-83	Coastline	Computer Services Technology	A.A./Cert.	<u>Concur</u>
5-9-83	Southwestern	Motorcycle, Outboard, and Small Engines	A.A./Cert.	<u>Concur</u>
5-20-83	Feather River	Pack Station and Stable Operations	A.A./Cert.	This distinctive program seems to have been carefully designed. While well suited to this campus, it is obviously not a program we would expect to see duplicated in many other settings. <u>Concur</u>
5-27-83	Palomar	Mill and Cabinet Work	A.A./Cert.	<u>Concur</u>
5-27-83	Mendocino	Computer and Information Sciences	A.A./Cert.	The job-market section of this proposal is not well developed. It may still be possible to take employment opportunities in this field for granted, but that will not necessarily be true indefinitely especially for entry-level people. <u>Concur</u>
6-1-83	Modesto	Respiratory Therapy Technology	A.A./Cert.	<u>Concur</u>
6-2-83	Vapa	Computer Studies	A.A./Cert.	This program has some commendable features including the provision for additional courses to be taken at Solano <u>Concur</u>

APPENDIX B

Sample Pages from Summary Reports of Reviews of Existing Programs

IRVINE University of California, Berkeley	10 21
University of California, Santa Barbara	23
University of California University Wide Program Reviews	22
LONG BEACH California State University, Chico	24
California State University , SACRAMENTO	30 32

NOTE. The University of California reports are taken from pages 1-3, 10-11, and 12-13 of the University's "Review of Existing Academic Programs, Organized Research Units, and Multicampus Research Units, 1981-83," Office of the President, 1984. The California State University reports are reproduced from pages 16-17 and 18-19 of Attachment A to Agenda Item 4 of the Committee on Educational Policy Meeting of the State University's Board of Trustees for January 1-13, 1985.

PROGRAM REVIEW ACTIVITIES: 1982-83
University of California, Berkeley

<u>REVIEWS CONDUCTED</u>	<u>REASONS FOR REVIEW</u>	<u>REVIEW CONDUCTED BY</u>	<u>CRITERIA</u>	<u>CONCLUSIONS AND ACTIONS¹</u>
ACADEMIC AND PROFESSIONAL PROGRAMS/DEGREES/UNITS				
College of Letters and Science Afro-American Studies, B.A.	(Regularly scheduled review.	(Ad hoc faculty committee appointed by the College of Letters and Science Executive Committee.	(Enrollment, caliber of staff, relations to similar programs on UC campuses and at other institutions.	(Report is being analyzed and reviewed.
Practice of Art, B.A.				
Biochemistry, B.A.				
Graduate Division Geography M.A./Ph.D.	(Regularly scheduled review.	(Self-review by department with Graduate Council and Graduate Division.	(Assessment of program, faculty, students, and facilities.	(Continuation of program.
Linguistics, B.A./M.A./Ph.D.		(Ad hoc committee appointed by the College of Letters and Science and the Graduate Council and Graduate Division.		
Slavic Languages and Literature, M.A./Ph.D.	(Graduate student recommendations.	(Ad hoc review committee appointed by the Graduate Council and Graduate Division.		
Near Eastern Studies, B.A./M.A./Ph.D.	(Executive Committee of LAS authorized review which was to include graduate programs.	(Ad hoc committee appointed by the LAS, Graduate Council and Graduate Division.		(Review continuing and not yet completed.
Landscape Architecture, M.L.A.	(Regularly scheduled review.	(Ad hoc committee appointed by the Graduate Council and Graduate Division.		(Review report not yet analyzed by the Graduate Council.
Environmental Planning, Ph.D.				
Professional Schools and Colleges				
College of Chemistry Department of Chemical Engineering, B.S.	(Six-year review of Undergraduate Program.	(Accreditation Board for Engineering and Technology (ABET).	(Assessment of curriculum, quality of faculty, facilities, administrative support, etc.	(Reaccreditation.
Department of Chemistry, B.A./B.S.	(Five-year review of Undergraduate Program.	(American Chemical Society.		
College of Environmental Design Department of City and Regional Planning, U.C.B.	(Re-recognition review.	(Education Development Committee of the American Planning Association.	(Assessment of quality and scope of courses offered, faculty, faculty/student ratios, visiting professors, affirmative action for students and faculty, student support, financial aid, teaching, and research; departmental organizations' structure, as reflected in faculty autonomy, resources such as libraries and opportunities for student internships in the community.	(Recognition.
College of Natural Resources Department of Conservation and Resource Studies, B.A.	(Requested by Dean.	(Ad hoc Review Committee appointed by the College Executive Committee.	(Assessment of department and academic aspects of the major in relation to faculty, advising, quality of students, appropriateness of courses, level of participation of College faculty in the program.	(Continuation of program.

¹ Reviews are conducted regularly by ad hoc faculty committees under the auspices of the Graduate Council, the Letters and Science Executive Committee, or the Chancellor. Special purpose review committees are established as needed. The full review process, including communication with the administration and the review unit, usually requires more than a year's time. Each report normally is filed with the campus administration following the committee's analysis. During the subsequent year, the report and its recommendations are discussed by appropriate campus administrators, other Senate committees (usually the Committee on Educational Policy and Budget Committee), and the reviewed unit. Goals for or major implementations are then established, and recommendations involving suggested programmatic or administrative modification are left to the schools, colleges and units under their jurisdictions to implement. These changes are communicated to the campus administration in the case of Graduate Council reviews. The Letters and Science Executive Committee conducts post-audits of their reviewed units normally two years after the review is filed. Committees undertaking special studies arrange for follow-up on an ad hoc basis. In addition, the implementation of review recommendations is followed-up over a five-year period in the Colleges and Schools' annual budget documents which are submitted to the Chancellor's Office and reviewed by the Budget Committee. These presentations consider any review recommendations and their implementation in the context of requested resource allocations for the respective units.

PROGRAM REVIEW ACTIVITIES: 1982-83
University of California, Berkeley

REVIEWS CONDUCTED	REASONS FOR REVIEW	REVIEW CONDUCTED BY	CRITERIA	CONCLUSIONS AND ACTIONS
ACADEMIC AND PROFESSIONAL PROGRAMS/DEGREES/UNITS continued				
Professional Schools and Colleges continued				
Coordinated Undergraduate Program in Dietetics, Department of Nutritional Sciences, B.S.	(Regular accreditation review.	(American Dietetics Association	(Assessment of campus facilities, curricula, clinical training facilities, student opinion, performance of graduates on registration examination, and composition of faculty	(Continuation of accreditation program
Department of Forestry and Resources Management, B.S., M.F.	(Subject matter review of research program.	(USDA Cooperative Research Service.	(Research program evaluated re: program areas, faculty, students, and facilities.	(Continuation of program
College of Engineering Civil Engineering, B.S. Electrical Engineering B.S. Mechanical Engineering, B.S. Industrial Engineering, B.S. Materials Science, B.S. Naval Architecture, B.S. Nuclear Engineering, B.S.	(Six-year review of Undergraduate Programs.	(Accreditation Board for Engineering and Technology (ABET).	(Assessment of course materials, students' records, reports, and other student work, caliber of staff, facilities, and curricula.	(Re-accreditation
Department of Industrial Engineering and Operations Research, B.S./M.S./M.Eng./Ph.D./U.Lange	(At Engineering Dean's request. Based on recommendation from Committee on Budget and Interdepartmental Relations and Provost of Professional Schools.	(Ad hoc Committee appointed by Provost of Professional Schools, Dean of Engineering and Dean of the Graduate Division.	(Assessment of enrollments, degree productivity, faculty research and publication, and student opinion.	(Review continuing and not yet complete
School of Law, L.L.D./J.D./J.S.D	(Regular accreditation review.	(Accreditation Committee of the Section of Legal Education and Admissions to the Bar of the American Bar Association.	(Assessment of program, including curriculum, clinical experience, placement office, library and building	(Re-accreditation
School of Optometry and optometry residency program at Kansas Veterans Administration Medical Center B.S./O.D./C		(Council of Optometric Education of the American Optometric Association	(Assessment of curriculum, administrative organization, laboratories, libraries, clinics, and buildings and grounds in comparison with other schools of optometry	(Pre-accreditation classification of Provisional Assurance
Residency program in Rehabilitative Optometry, Western Blind Rehabilitation Center, Veterans Administration Medical Center				
School of Public Health, B.S./M.P.H./Dr.P.H.	Regular accreditation review.	(Council on Education for Public Health.	(Assessment of mission, setting and organization, resources, governance, faculty, student recruitment and admission, instruction programs, research and service	(Re-accreditation
Concurrent M.B.A./M.P.H. degree program		(Accrediting Commission on Education in Health Services Administration.		
Dietetic Internship in Department of Social and Administrative Health Sciences, School of Public Health.		(American Dietetic Association.	("Essentials for the Dietetic Intern" Standards of the American Dietetic Association)	
School of Social Welfare, B.A./M.S.W./D.S.W.		(Council of Social Work Education (CSWE)	(Assessment of all aspects of program (admission records, courses, teaching staff, relationships with University administration and other departments, etc.)	

PROGRAM REVIEW ACTIVITIES: 1982-83
University of California, Berkeley

<u>REVIEWS CONDUCTED</u>	<u>REASON FOR REVIEW</u>	<u>REVIEW CONDUCTED BY</u>	<u>CRITERIA</u>	<u>CONCLUSIONS AND ACTIONS</u>
ORGANIZED RESEARCH UNITS (ORUs) ²⁾				
Cancer Research Laboratory	{ Five-year review	{ Ad hoc review committee.	{ (See footnote ³⁾	{ Continuation of ORU, with re-constitution to include research that is primarily molecular and biochemical
Institute of Governmental Studies	{ Five-year review.	{ Ad hoc review committee	{ (See footnote ³⁾	{ Review not yet completed
Institute of Personality Assessment and Research	{ Accelerated review.	{	{	{ Continuation of ORU
Center for Research Management	{ Five-year review combined with search for new Chair	{	{	{ Review not yet completed. Re-part under Senate review
Radio Astronomy Laboratory	{ Five-year review combined with search for new Director.	{	{	{
Virus Laboratory	{ Five-year review.	{	{	{ Review postponed
Center for South and Asian Studies	{ Accelerated review combined with chairperson search.	{	{	{ Continuation of ORU

²⁾ An ORU serves a single campus and is responsible to the Chancellor or designee in terms of administration, budget, space, personnel, and goals. See footnote 8 for more detailed explanation of ORU quinquennial reviews.

³⁾ All ORUs at each campus are reviewed according to the criteria outlined in the University-wide Administrative Policies and Procedures Concerning Organized Research Units. Also, see footnote 8 for a more detailed description of the review process for research units.

PROGRAM REVIEW ACTIVITIES: 1982-83
University of California, Santa Barbara

REVIEWS CONDUCTED	REASON FOR REVIEW	REVIEW CONDUCTED BY	CRITERIA	CONCLUSIONS AND ACTIONS
ACADEMIC AND PROFESSIONAL PROGRAMS/DEGREES/UNITS				
Department of Biological Sciences Aquatic Biology, B.A.	Routine five-year review.	These reviews were conducted by the Program Review Panel composed of one undergraduate and one graduate student and faculty appointed by the Vice Chancellor in consultation with the Academic Senate. A departmental self-assessment was prepared and this and other factual data gathered by the Panel were submitted to an external review panel that conducted an onsite review.	In-depth reviews to assess program goals, objectives and quality, support facilities and services; faculty profiles; program information; funding; and a comparative study of similar programs on other University campuses by the external review panel.	(Continuation of program.
Biochemistry-Molecular Biology, B.A.				
Botany, B.A.				
Ecology and Evolution, B.A.				
Environmental Biology, B.A.				
Pharmacology, B.A./B.S.				
Physiology and Cell Biology, B.A.				
Zoology, B.A.				
Biological Sciences, B.A./M.A./Ph.D.				
Department of French and Italian ⁴⁾ Italian, B.A.				
French B.A./M.A./Ph.D.				
Department of Germanic and Slavic Languages and Literature Slavic Languages and Literature, B.A.				
Germanic Languages and Literature B.A./M.A./Ph.D.				
Translator-Interpreter Program in German, Certificate				
Department of Spanish and Portuguese ⁴⁾ Spanish, B.A./M.A.				
Portuguese, B.A./M.A.				
Spanish and Portuguese, M.A.				
Hispanic Languages and Literatures, Ph.D.				
Film Studies Program				Review report is forthcoming.
Department of Speech Communication Studies, B.A.	Routine five-year review.	These reviews were conducted by the Program Review Panel composed of one undergraduate and one graduate student and faculty appointed by the Vice Chancellor in consultation with the Academic Senate. A departmental self-assessment was prepared and this and other factual data gathered by the Panel were submitted to an external review panel that conducted an onsite review.	In-depth reviews to assess program goals, objectives and quality, support facilities and services; faculty profiles; program information; funding; and a cooperative study of similar programs on other University campuses by the external review panel.	Review in progress
Speech and Hearing Sciences, B.A./M.A./Ph.D.				
Speech Communication, M.A.				
College of Creative Studies, Art, B.A.				
Biology, B.A.				
Chemistry, B.A./B.S.				
Literature, B.A.				
Mathematics, B.A./B.S.				
Music, B.A.				
Physics, B.A.				
Physical Activities Department	Special review to study the possible discontinuance of the department which was recommended by the Executive Committee of Letters and Science and the Committee on Educational Policy and Planning.	Ad hoc committee appointed by Vice Chancellor in consultation with the Academic Senate	Faculty FTE, course offerings, and net budgeting cost. Was evaluated in accordance with the University and campus policies and procedures on Transfer, Consolidation, Disestablishment and Discontinuance of Academic Programs and Units	The ad hoc committee recommended that, because of fiscal exigency, the department should be discontinued. The decision reached by the administration in consultation with the Academic Senate is to continue the program as it now exists

⁴⁾ Language department reviews were coordinated with the University-wide review of languages

PROGRAM REVIEW ACTIVITIES: 1982-83
University of California, Santa Barbara

<u>REVIEWS CONDUCTED</u>	<u>REASON FOR REVIEW</u>	<u>REVIEW CONDUCTED BY</u>	<u>CRITERIA</u>	<u>CONCLUSIONS AND ACTIONS</u>
ACADEMIC AND PROFESSIONAL PROGRAMS/DEGREES/UNITS				
Department of Mechanical and Environmental Engineering Mechanical and Environmental Engineering, B.S./M.S./Ph.D.	Special review to evaluate the programmatic strengths and weaknesses of the Department and to recommend future directions for its revitalization and development.	Ad hoc committee of external reviewers convened by the Dean of the College of Engineering in consultation with the Vice Chancellor	Course offerings; faculty biographies; and enrollment data.	(Continuation and strengthening of the program in order to improve the academic balance of the Department and to expand availability of elective courses)

The Academic Senate Committee on Educational Policy and Planning (CEPAP) conducts annually scheduled reviews of each academic department and program according to procedures initiated in 1981-82. The Criteria used to evaluate departments and programs include faculty FTE, course offerings, and net budgetary cost. CEPAP reviews were conducted for the purpose of budgeting review and allocation.

ORGANIZED RESEARCH UNITS

Community and Organization Research Institute	Routine five-year review.	Ad hoc committee appointed by the Vice Chancellor in consultation with the Associate Vice Chancellor, Research and Academic Development, from a slate of nominees from the Academic Senate.	(See footnote 2) The ethnic centers also were reviewed on the basis of their research, public service and cultural accomplishments, and their relation to student and campus needs.	(CEPAP is currently reviewing the findings of the Ad hoc Committee)
Center for Chicano Studies				(Continuation for three years and a thorough review to take place no later than Fall 1985)
Center for Black Studies				(Continuation, with the condition that the Center's activities be monitored by the administration and the Senate)

UNIVERSITY-WIDE PROGRAM REVIEW 1982-83

University of California

REVIEWS CONDUCTED ⁵⁾

Engineering

REASON FOR REVIEW

(Potential establishment of engineering programs on additional campuses.

REVIEW CONDUCTED BY ⁶⁾

(Ad hoc review committee appointed by the President and the Chair of the Academic Council

CRITERIA

(Quality in engineering education, supply and demand, reduction in State funding for the University, enrollments, space and equipment needs, and economic developments affecting non-State funding sources

CONCLUSIONS AND ACTIONS

The ad hoc committee report recommended against new engineering schools and also against expanding undergraduate enrollments without significant new resources that would also remedy past resource deficiencies. The report encouraged new programs in computer science that would not require resources of a school, advocated reducing undergraduate enrollments to maintain quality when resources are scarce, recommended multiple filling of undergraduate admissions, advocated the use of existing resources through internal reallocation and consolidation of small programs, and proposed universitywide study of the possibility of intercampus consolidation of some small programs (Nuclear Engineering). The Academic Planning and Program Review Board (APPRB) reviewed the report and referred appropriate issues to the chancellors; agreed that the University's Graduate Enrollment Plan address resource reallocation and limit expansion of engineering enrollment to domestic students (included in October 1983 Plan); endorsed the recommendation to permit multiple fillings of applications; and after determining that the nuclear engineering programs at three campuses differ, issued the chancellors to consider how to increase the effectiveness of the programs and conserve resources.

LAW

(Potential reduction or consolidation of law programs

(Ad hoc review committee appointed by the President and the Chair of the Academic Council

(Quality in legal education, supply and demand, enrollments and reduction in State funding for the University

CONCLUSIONS AND ACTIONS

The ad hoc committee report recommended ways to apportion enrollment cuts among the University's three law schools if necessary because of budget cuts but said the cuts would reduce the quality of the State's legal manpower supply more than its quantity and would adversely affect affirmative action. APPRB accepted the report, noting no further action was needed at that time.

Foreign Languages

(Potential reduction or consolidation of foreign language programs

(Ad hoc review committee appointed by the President and the Chair of the Academic Council

(Quality in foreign languages and literature education, supply and demand, enrollments, reduction in State funding for the University, and program consolidation

CONCLUSIONS AND ACTIONS

The ad hoc committee report recommended ways to reduce enrollments if necessary because of budget reductions and to preserve strength abroad and to minimize the need for irreversible decisions and made recommendations to initiate a foreign language requirement and to promote international exchange between courses and campuses by using nationally-standardized language exams. APPRB accepted the report and recommended further study of the savings potentials of alternative methods of language instruction and methods of teaching uncommon languages. The committee also recommended a foreign language proposal, and the feasibility of standardized exams. The Office of the President has made preliminary plans for the study, pending further consultation with the Academic Senate on the academic aspects of the problems.

Humanities

(To examine the health of the humanities programs in the University

(Ad hoc review committee appointed by the President and the Chair of the Academic Council

(Scale of faculty in relation to total teaching obligations of major and non-major and its obligations to research and scholarship, quality of graduate students seeking admission, quality of enrolled students, financial support available to graduate students, paired with students, post-graduate studies of graduates in relation to current conditions and planned enrollments

CONCLUSIONS AND ACTIONS

The ad hoc committee's report recommended that undergraduate humanities education be strengthened through general education requirements and a foreign language skill requirement, that graduate program quality be protected by recruitment and fellowships to attract more highly qualified students, that Chancellors examine graduate programs not ranked in the top half nationally and either strengthen them or discontinue them, and that the Universitywide administration address faculty renewal issues. APPRB recommended the undergraduate recommendations to the Academic Senate and through them, to Chancellors, and through the Graduate Recommendations to Chancellors who were asked to report their follow-up plans. The faculty renewal recommendation was referred to the Academic Vice President for follow-up.

5) A University-wide review of Business has been authorized, but no starting date has been set. Universitywide reviews of education, social sciences, and mathematics are not planned currently and are pending development of a more complete schedule for Universitywide program reviews. The Law School and plans are currently under review by Senate groups.

6) These reviews were initiated under the policy that was issued by the President in September 1980. The policy authorized the various campus review committees when comparative evaluations of programs on the various campuses are necessary to decisions required to be made at the University level.

UNIVERSITY-WIDE PROGRAM REVIEW* 1982-83

University of California

REVIEWS CONDUCTED ⁵⁾

Education

REASON FOR REVIEW

{To help the Chancellors and
{the President's Office
{exercise their responsi-
{bilities for academic program
{planning and budgeting for
education from a
Universitywide perspective

REVIEW CONDUCTED BY ⁶⁾

{Ad hoc review committee
{appointed by the President
{and the Chair of the Academic
{Council
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CRITERIA

{University's mission
{in Education and how
{it is carried out,
{quality of schools and
{programs relative to
{similar ones on other
campuses, leadership
{of schools of education
{and roles of the schools
{on campuses, efficient
{use of resources,
{national and statewide
{developments affecting
{manpower supply and
{demand; status of
{State, federal, and
{private funding

CONCLUSIONS
AND ACTIONS

{The review will
{start in
{January, 1983

California State University, Chico

Programs Scheduled for Review, 1982-83

Review Summaries Received

French	BA	x
Geography	BA, MA	x
German	BA	x
Humanities	BA	x
Industrial Arts	BA	x
Industrial Technology	BS	x
Latin American Studies	BA	x
Mathematics	BA	x
Philosophy	BA	x
Social Science	BA, MA	Postponed to 1983-84
Social Work	BA	Postponed to 1984-85
Spanish	BA	x
Speech Pathology and Audiology	BA, MA	x

The BA, MA in Social Science was not reviewed during 1982-83 due to the coordinator's health problems which resulted in an extended absence. The Social Science review has been postponed to 1983-84.

The review of the BA in Social Work has been postponed until 1984-85 to coincide with the program's accreditation review.

Special Review Features:

The program review at CSU, Chico is conducted in accordance with an experimental ten-year self-study procedure designed in conjunction with WASC. Effective fall 1983, the campus implemented an overall strategic planning process which coordinates resource allocation, curricular development, program review, and other planning and quality control elements into a consolidated planning document. This new planning process will be the primary mechanism for supplying input to our WASC accreditation report, which is required for this year's ten-year accreditation visit.

The reviews summarized below incorporate both on-campus program reviews and off-campus evaluators' report. Each review is read and evaluated by a group which includes the School Dean and representation from the Faculty Senate, Academic Affairs, students, and faculty from both inside and outside the school which administers the program. Recommendations, which result are communicated to the appropriate units through the Office of the Vice President for Academic Affairs.

Summary of Major Findings and Recommendations

French BA: Although a small program, French faculty and students are involved with a number of enrichment activities including a French language house and several international travel programs. The outside reviewer praised the program's involvement in outside activities, while at the same time cautioned that faculty support must remain at or above a critical level to maintain quality. Enrollment in lower-division General Education courses has increased over the past several years, and this shift in student demand has necessitated some reductions in the number of upper-division courses.

Geography BA, MA: The program has integrated stronger technological components into the curriculum and is proceeding with the development of a computer lab. Planning-oriented curriculum has been highlighted, both within the undergraduate planning option in Geography and the proposed MA in Rural and Community Planning. Higher visibility of both technical and planning components has reversed a negative trend in student demand and has strengthened the program's curricular breadth.

German BA: Enrollments in this program have increased during the past five years. The outside reviewer commented that the program is viable and dynamic. In addition to being academically sound, the program sponsors a German language house, participates in international travel programs, and co-sponsors an international festival. The growth in demand for General Education courses has caused some reduction in the number of upper-division offerings, and this trend is a concern.

Humanities BA: The curriculum was revamped in academic year 1981-82 to meet revised discipline and service area goals. The degree program currently includes introductory work, courses in interdisciplinary research, and thematic groupings of courses within the Humanities. Service courses supporting General Education requirements were implemented in 1982 and initial enrollment figures have been higher than expected. Prior to these revisions, the program had suffered from lack of attention. A revised administrative structure is being contemplated and an ongoing mechanism for curriculum review and revisions has been established.

Industrial Arts BA: The review noted that the Industrial Arts teacher education program has a strong history dating back to the 1920's. However, enrollment declines in recent years resulted in a reorganization of the curriculum to strengthen academic rigor. The revisions include expanded math, physics and chemistry requirements, more basic courses from the technology program, and more courses on drafting, materials, quality assurance and production. Enrollment appears to have stabilized at about 60 majors and projections for the 1990's indicate a pending shortage of Industrial Education teachers.

Industrial Technology BS: The number of majors in this program has nearly doubled over the past five years. The option in Construction Management has been a strong growth area and the Electronics Technology and Manufacturing options also experienced increasing demand. A lengthy reorganization study conducted last year produced several recommendations to strengthen management-oriented areas of the curriculum. Additionally, the program is reviewing the feasibility of implementing formal options in Electronic and Computer Technology and Polymer Technology, while transferring Printing Management to the School of Communications.

Latin American Studies BA: The Latin American Studies program has several offerings in the upper-division General Education thematic program and enrollments have been increasing. The Morelia Program, which is a 9-unit study of Mexico accompanied by a six-week visit to Morelia is the program's most prominent curriculum component. The outside reviewer recommended that more preparation on Latin American countries other than Mexico be added to the curriculum and efforts are underway to expand the offerings.

Mathematics BA: The review complimented the program's ability to maintain a high quality major while meeting an ever-increasing demand for General Education math courses. The program offers students the choice of three options (General, Statistics, and Applied) and a Single Subject Credential program in Mathematics. Department involvement in professional development and in university/community relations has been furthered by the Math Colloquia Series, the High School

Visitation Program, the Mathematics Seminar Series, and the Chico Problem Group. Plans are underway to expand computer usage and applications in mathematics instruction and in research activities.

Philosophy BA: Implementation of a required General Education course in critical thinking has substantially changed enrollment patterns. The program has faced historically declining demand, but the new requirement increased lower-division demand and resulted in students being attracted into upper-division offerings. The program is still adjusting to its new service role and is contemplating techniques to guarantee breadth in its upper-division offerings.

Spanish BA: The program for majors and minors is academically sound, is integral to several interdisciplinary programs and to General Education, and is involved with various enrichment activities, including the Spanish language house. The large shift toward lower-division student demand during the past five years has the program reviewing alternative methods to guarantee upper-division curriculum offerings to majors and minors.

Speech Pathology and Audiology BA, MA: The review was conducted concurrently with both the National Commission for the Accreditation of Teacher Education interim accreditation visit and with another preliminary review in anticipation of receiving American Speech, Language and Hearing Association accreditation for the Speech Pathology program. In addition to coursework, the programs have incorporated expanded practicum experiences into their curriculum. Special offerings include a Clinical Rehabilitative Services Credential, a Specialist Credential in Special Education — Communication Handicapped, and a Special Class Authorization to teach classes of severely language handicapped children.

San Jose State University

Programs Scheduled for Review, 1982-83

Aeronautics	BS
—	—
—	—
—	—
Engineering	BS
French	BA, MA
German	BA
Geography	BA, MA
Geology	BA, BS, MS
Health Science	BS, MA
History	BA, MA
—	—
—	—
Nutritional Sciences	BS, MS
Occupational Therapy	BS, MS
—	—
—	—
Social Work	BA, MSW
Sociology	BA, MA
Speech Communication	BA, MA
Speech Pathology and Audiology	BA

Review Summaries Received

Postponed to 1984-85	
Anthropology*	BA
Chemistry*	MS
Creative Arts*	BA
Economics	MA
Postponed to 1984-85	
BA only/MA postponed	
x	
No summary received	
	BA, BS only
	BS only
No summary received	
Industrial Technology*	BA
Liberal Studies	BA
	BS only
Recreation	BS
Spanish	BA
	BA only
No summary received	
	BA only
x	

*Deferred from 1981-82

Special Review Features:

Undergraduate Programs: Separate reviews are conducted by program faculty, School Dean, and Undergraduate Studies Committee. When deemed appropriate, outside evaluators are appointed to review and to report to the Academic Vice President. The Undergraduate Studies Committee is reviewing its procedures for departmental self-studies and is beginning to ask for different information responding to behavioral and intellectual changes in those who complete a particular degree program.

Graduate Programs: On a five-year basis each department prepares a self-evaluation report working with a liaison person from the Graduate Studies Committee. Some departments are reviewed by an outside evaluator as well. After the report has been considered and approved by the School Dean and the Graduate Studies Committee, the review is forwarded to the Academic Vice President with appropriate recommendations.

Summary of Major Findings and Recommendations:

Anthropology BA: There have been sharp declines in the number of majors, some loss of faculty, but slight increases in general enrollment. Degree requirements were revised in 1977, but this has not stemmed the continuing drop of majors. Vigorous efforts have been made to update offerings and to launch programs in "new directions," especially in General Education. Faculty commitment to scholarly activity remains very strong; there is a positive sense of unity among faculty and students.

The department is experiencing some frustration against University bureaucracy. The most substantive problem that the School and the University must face is how small departments are to maintain strength in a climate in which funding and other support is driven solely by enrollments. There is also a problem of "influence" within the University political structure, which reduces the strength of small departments in local decision processes.

Chemistry MS: Student research is emphasized in the graduate program. The availability and use of complex instrumentation, including the Nuclear Science Facility, greatly strengthen this program, but require close faculty supervision, considerable technician time, and extensive maintenance expenses. Financial support for such research activities is a continuing problem. There is a large faculty with diverse training and expertise providing a broad information base for students. FTES have dropped, reflecting the increase in part-time students who are working in full-time jobs, but student participation has remained constant over the past five years.

Creative Arts BA: Aimed at students who want a broad, cultural education rather than career preparation in one of the Fine Arts, this degree was designed as a team-taught curriculum. Budget problems caused the diversion of resources from the program in 1976, ending this pedagogy. The goal now is to return to team-taught courses. Inherent in this program is the constant spectre of declining resources, as contributing departments have felt that it is mandatory to take care of their own needs first, thus making it difficult to release faculty to participate in the program. Firm decisions need to be made about the future. The Creative Arts Advisory Committee must help the coordinator and the Dean decide how the program should best play a role in the University's growing emphasis on interdisciplinary education.

Economics MA: The program has undergone a major change in the past year by implementing an option in Applied Economics which is to qualify students for careers in the current job market. This graduate program, both theoretical and applied, provides a balance for students. Many go directly into PhD programs while the Applied Economics majors enter a variety of employment areas. There is a strong faculty but more recruiting of women and minorities should be encouraged in the hiring of temporary faculty. The decline in enrollment seems to have leveled off and stabilized.

French BA, German BA, Spanish BA: In addition to the three degree majors, undergraduate instruction is offered in Chinese, Hebrew, Japanese, Latin, Portuguese and Russian. This department is suffering low enrollments in its French and German degree programs and in several language areas. The future of the degree programs will depend in part upon the outcome of a current study by the CSU relative to foreign language requirements. Also, the programs should be encouraged to investigate special offerings for the growing numbers of students in international relations and international business.

Geology BA, BS: Both degree programs have maintained a steady level in numbers of majors. Degree requirements, already very strong, have been only slightly modified over the last five years. The difficulties anticipated by this department in keeping its degree programs viable are the ability to continue to attract junior faculty members, given both salary and cost of living in Santa Clara County. The continual decline in support dollars makes it difficult to provide up-to-date facilities. The large number of its majors who start work as community college transfers is a concern; these students have an uneven preparation, and the faculty is hard-pressed to cope with the diversity of learning experiences. With the incorporation of programs in General Education from the Natural Science Department (now disbanded), the department is optimistic that enrollments will now better support the expensive upper-division laboratory and field work.

Health Science BS: Extensive revisions have been made to this degree program with the addition of concentrations in Community Health Education and Health Care Management. There is some evidence that these modifications have helped enrollment patterns, but the department still needs to reassess constantly changing health programs in the community and in the private sector. As faculty retirements occur, the department should put in place a long-range curriculum plan and hire new faculty to meet such needs. Majors in this degree program are having difficulty finding employment in a health-related field; collaborative arrangements with other University departments should be initiated in order to optimize student preparation for employment as health educators.

Industrial Technology BS: This degree program has been the object of intensive self-study by the department, and significant modifications have been made to move the curriculum from one focusing upon Industrial Arts Education to the training of technologists who can meet the needs of industry in high technology. These changes have been in place since Fall 1982, and thus it is too early to tell how well the degree is responding to industrial needs. If the degree program is to train students to meet industrial demands, the University must find funds to keep the division's equipment up to date.

Liberal Studies BA: This program offers education for those wishing a Multiple Subject Credential and for those wishing a broadly based liberal education. Much of the curriculum is mandated by Education Code requirements. Students enroll in a broad array of courses in several departments. The goal of breadth rather than specialization is accomplished. It is likely that a depth component will be initiated as the result of the recent report, "Excellence in Professional Education." This program is offered off campus through the University's Hartnell Center in Salinas. Given shrinking employment opportunities in education, enrollment in the degree program has abruptly declined, but future demand is now anticipated. The degree program is in need of some direction and it has been recommended that the Advisory Committee arrive at some concrete recommendations to strengthen the program and increase its attractiveness.

Mexican American Studies MA: Established as an interdisciplinary program, the department has experienced a steady decline in enrollment along with frequent changes of leadership. Since the Hispanic population of this area is growing, the program must reassess its goals to become more responsive to community needs. Stability in department faculty and administration, along with the consolidation of the program to offer one degree (deleting the bilingual/bicultural option), are recommendations to improve the strength of this program.

Nutritional Sciences BS: This program has evolved from a concentration in Home Economics to its own degree and provides training in nutrition, food science and food service management. The curriculum, well-founded in basic science, offers strong specializations in Nutrition. The most pressing problem for the department is the recruitment of qualified probationary-track professors. There is a vigor in this department which the University finds exciting and which should be encouraged and supported.

Recreation BS: In addition to a four-year degree in Recreation, the department has offered three concentrations: Therapeutic Recreation Service, Corrections, and Recreation-Park Resources. The Corrections concentration has been eliminated and a concentration in Private/Commercial Recreation has been added. With serious enrollment declines in both majors and class size, and the collapse of jobs in the public sector, the department worked with a consultant to consider its future. Once recommendations are implemented, the department and the School will assess the viability of this degree program, both in its present and in modified forms.

Social Work BA: This degree program is awaiting word from its accrediting association as to its status. The School is having serious problems in attracting majors since students do not see immediate employment opportunities. The School of Social Work, as a consequence of the 1982 accreditation visit, is attempting to strengthen this program. The new Dean is attempting to expand the orientation to include the many cultural groups now located in Santa Clara County.

Speech Communication BA: This degree program aims at understanding the principles of human communication through theoretical and applied studies. The faculty is represented both by quantifiers and humanists. Many of the department's faculty are involved in General Education as well as courses for the major, thus providing an enrollment base. The degree program remains strong and at constant enrollment levels.

Speech Pathology and Audiology BA: This degree program is an entry-level degree into professional careers in speech pathology and audiology. Enrollments remain strong. The faculty is well prepared and the degree is nationally accredited. As with most departments engaged in a profession which is making rapid advances, the program needs funds to keep its equipment up to date.

APPENDIX C

Projected Programs, University of California and The California State University, 1984-1989

Program	<u>Degree(s)</u>	Campus	<u>Date</u>
AGRICULTURE AND NATURAL RESOURCES			
Resource and Energy Policy	M.A.	Davis	1984
Resource Sciences	M.A.M.	Davis	TBD*
Plant Science	M.A.M.	Davis	TBD
Agricultural Business	B.S.	Chico	1985
Mechanized Agriculture	B.S.	Pomona	1984
Forest Resources	B.S.	San Luis Obispo	TBD
Environmental Studies	M.A.	Santa Cruz	1984
 <u>ARCHITECTURE</u>			
Architecture	B.Arch	San Diego State	1985
Architecture	M.Arch	San Diego State	1987
 BIOLOGICAL SCIENCES			
Developmental Biology	M.S./Ph.D.	Berkeley	1984
Neurobiology	Ph.D	Davis	1984
Human Genetics	Ph.D	UC, San Diego	1984
Biology	Ph.D	San Diego State and UC, San Diego (Joint)	1984
Microbiology	B.A.	Santa Barbara	1984
 BUSINESS AND MANAGEMENT			
Business Administration	M B A.	Santa Barbara	1984
Accountancy	M.S	Chico	1984
Accountancy	M.S	Long Beach	1985
Industrial Studies	B.A./B.S.	San Bernardino	1986
Accountancy	M.S.	San Francisco State	1986
Management	M.B.A.	Sonoma	TBD
Business Administration	M.S.	Stanislaus	1984
 COMMUNICATIONS			
Communication	Ph.D.	UC, San Diego	1985
Human Communication	Ph.D	Santa Barbara	1984
Telecommunications	B.S.	Dominguez Hills	1984
Communications	B.A.	San Bernardino	1984
Organizational Communication	B A.	Stanislaus	1984

*To be determined.

Program	<u>Degree(s)</u>	Campus	<u>Date</u>
COMPUTER AND INFORMATION SCIENCE			
Computer Science and Computer Engineering	M.S./Ph.D.	Santa Barbara	1984
Computer Engineering	M.S./Ph.D.	Santa Cruz	TBD
Computer Science	B.S.	Bakersfield	1984
Computer Engineering	B.S.	Chico	1986
Computer Science	M.S.	Dominguez Hills	1985
Computer Science	B.S.	Fresno	1984
Computer Science	M.S.	Fresno	1987
Computer Engineering	B.S.	Fresno	TBD
Computer Engineering	B.S.	Fullerton	TBD
Computer Information Systems	B.S.	Humboldt	1984
Business Information Systems	B.S.	Los Angeles	1984
Business Information Systems	M.S.	Los Angeles	1986
Computer Science	M.S.	Los Angeles	1988
Computer Engineering	B.S.	Sacramento	TBD
Computer Science	B.S.	San Jose	1984
Computer Science	B.A.	Sonoma	1984
Computer Science	M.S.	Stanislaus	1987

EDUCATION

Special Education (Learning Handicapped)	Cred.	Davis	TBD
Teaching and Learning	M.A.	UC, San Diego	1984
Child Development	B.A.	Humboldt	1984
Educational Administration	Ph.D./Ed.D	Los Angeles State and UCLA (Joint Program)	1985
Human Development	B.A.	San Francisco State	1985
Child Development	B.A.	San Jose	1984

ENGINEERING

Engineering Science	M.S /Ph.D	Santa Barbara	1984
Civil Engineering	M.S.	Fresno	1984
Engineering	M.S.	San Jose	1984

FINE AND PERFORMING ARTS

Art	B.F.A.	Chico	1984
Arts Management	M.A.	Dominguez Hills	1984
Art	B.F.A.	Dominguez Hills	1986
Music	M.M.	Long Beach	1985
Art Therapy	M.A.	Los Angeles	1985
Music	M.M.	Northridge	1986
Art	B.F.A.	Sacramento	1984

Program	Degree(s)	Camous	Date
Dance	B.A.	San Francisco State	TBD
Art	M.F.A.	San Francisco State	1984
Drama	M.F.A.	San Francisco State	1985
Dance	B.A.	San Jose	1984
Art	M.A.	Sonoma	1985
Art	M.A.	Stanislaus	1984
Art	B.F.A.	Stanislaus	1986

FOREIGN LANGUAGES

Russian	M.A.T.	Irvine	1984
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HEALTH PROFESSIONS

Exercise Physiology and Nutrition	Cert. or M.S./Ph.D.	Davis	TBD
Environmental Toxicology	Ph.D.	Irvine	1984
Communicative Disorders	Ph.D.	UC, San Diego and San Diego State (Joint)	TBD
Nursing	Ph.D.	UCLA	TBD
Nursing	Ph.D.	UC, San Francisco	1984
Nursing	M.S.	Bakersfield	1985
Health Science	B.S.	Chico	1984
Clinical Sciences	M.S.	Dominguez Hills	1985
Health Care Management	M.S.	Dominguez Hills	1985
Environmental and Occupational Health	B.S.	Northridge	1984
Health Science	B.S.	Pomona	1984
Nursing	M.S.	Sacramento	1985
Health Science	M.S.	San Bernardino	1984
Speech Pathology and Audiology	B.S.	San Bernardino	1986
Clinical Laboratory Science	M.S.	San Diego	1984
Public Health	M.S.	San Diego State	1985
Gerontology	B.A.	San Jose	1985
Nursing	M.S.	Sonoma	1984
Speech Pathology and Audiology	B.A.	Stanislaus	1984
Gerontology	B.S.	Stanislaus	1985

HOME ECONOMICS

Food and Nutrition Dietetics and Food Administration	M.A.M.	Davis	TBD
Nutritional Science	B.S.	Chico	1984
Nutritional Science	M.S.	Chico	1984
Nutritional Science	B.S.	San Bernardino	1984

Program	<u>Degree(s)</u>	Campus	<u>Date</u>
INTERDISCIPLINARY			
Ethnic Studies	M.A./Ph.D	Berkeley	1984
Chicano Studies	M.A.	UCLA	1984
Petroleum Land Studies	B.S.	Bakersfield	1984
Language Studies	B.A.	Humboldt	1984
Museum Studies	M.A.	San Francisco State	1985
Liberal Studies	M.A.	Sonoma	1986
American Studies	B.A.	Stanislaus	1985
 <u>LAW</u>			
School of Law	--	UC, San Diego	1985
 <u>LETTERS</u>			
Latin	M.A.	Santa Barbara	1984
Philosophy	B.A.	Stanislaus	1984
 <u>MATHEMATICS</u>			
Applied Mathematics	M.S./Ph.D.	Davis	1984
 PHYSICAL SCIENCES			
Chemistry	Ph.D.	Los Angeles State and UCLA	1985
Physics	Ph.D.	Los Angeles State and UC, Riverside	1985
Geology	M.S.	Bakersfield	1986
Geology	B.S.	Stanislaus	1985
Geology	Ph.D.	San Diego State and UC, Riverside (Joint)	TBD
 <u>PSYCHOLOGY</u>			
Clinical Psychology	Ph.D	San Diego State and UC, San Diego (Joint)	TBD
 PUBLIC AFFAIRS AND SERVICES			
Rural Planning	M.A.	Chico	1986
Recreation Administration	B.A.	Humboldt	1984
Social Work	M.S.W.	Long Beach	1985
Criminal Justice Administration	B.S.	San Diego State (Imperial Valley Campus)	1984
Public Administration	B.A.	San Diego State (Imperial Valley Campus)	1984
Public Administration	M.P.A.	Sonoma	1984
Criminal Justice	B.S.	Stanislaus	1984

Program	<u>Degree(s)</u>	Campus	<u>Date</u>
SOCIAL SCIENCES			
Demography	M.A./Ph.D.	Davis (Joint program with Berkeley and Santa Cruz)	TBD